

Grade 2 - 1st Trimester- Vamos al medico

Content Area: **World Language**
Course(s): **World Language Grade 2**
Time Period: **Trimester 1**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.

(World Languages Education in the 21st Century <https://www.nj.gov/education/aps/cccs/wl/>)

Unit	MP/Trimester	Weeks
Vamos al médico / Let's go to the doctor	Trimester 1	9
Mi Fiesta de Cumpleaños / My Birthday Party	Trimester 2	9
Let's go to FIFA World Cup: Soccer Connects the World	Trimester 3	9

Rev. November 2019

Unit Overview

Students use the target language in the three modes of communication to express personal information, feelings, and what hurts focusing on what to do if you get sick in a target language country. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and/or video/audio texts related to celebrations (invitations, and posters, radio/television/newspaper advertisements).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and

answer questions related to how they are feeling, describing symptoms.

Presentational:

They use lists, chunks of language, and memorized phrases to be able to engage in a conversation reacting and being seen in a doctor's office.

Enduring Understandings

I can only talk about things that I have practice saying.

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.

Essential Questions

How can I talk to someone in another language when I am just starting to learn it?

How can I better understand when I do not know everything I read or hear?

What will help my classmates, my teacher, and others understand me better?

How can I better understand, respect and embrace a culture with different practices and beliefs?

New Jersey Student Learning Standards (No CCS)

Interpretive: 7.1.NM.A

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

CPIs support Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

Interpersonal: 7.1.NM.B

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

The CPIs supports Anchor Standards 1, 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.

Presentation: 7.1.NM.C

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

Cultural Content Statement(s):

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should

include but are not limited to: authentic celebrations, songs, and dances)

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.L.1.a	Make lists.

Amistad Integration

(link -- <https://nj.gov/education/amistad/about.htm>)

Holocaust/Genocide Education

(link -- https://nj.gov/education/holocaust/about_us/mandate.html)

Interdisciplinary Connections

LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their

	central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.

Technology Standards

- Smart Board/Smart Notebook/PowerPoint/Prezi/Haiku Deck/Google Docs/Word/LCD projector/Promethean Board
- Music (iPod), Lyrics (various songs and artists)
- iMovie
- Discovery Education & Streaming
- Animoto.com
- Teacher Tube, YouTube
- Plickers
- Kahoot!
- Real photographs and instruments
- HD Camera
- iPad/iPhone
- Teacher eBoard

TECH.8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.2.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

21st Century Themes/Careers

21st Century Skills Map

https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

Developed through a year-long collaborative process, spear-headed by the American Council on the Teaching of Foreign Languages (ACTFL) and P21, **this map reflects the collective effort of hundreds of World Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects**

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Financial Literacy Integration

(link to helpful resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>)

Instructional Strategies & Learning Activities

Core Content/Objectives		Instructional Actions	
		Activities/Strategies	
Concepts	Skills	Learning Activities/Differentiation	Assessment
What students will know	What students will be able to do	Interdisciplinary Connections	How learning will be assessed
<ul style="list-style-type: none">Classroom vocabulary and command	<ul style="list-style-type: none">Understand important classroom	<ul style="list-style-type: none">Pre-teach new vocabulary	<ul style="list-style-type: none">Daily observationsParticipation in class

s	m	using	• TPR responsiveness and readiness
• Greeting and farewell vocabulary	commands that Spanish - speaking people use daily in the classroom	TPR, real photos, videos and story telling prompts.	• Game participation
• Expressing names using “llamarse”		• Use eBoard documents, handouts or vocabulary sheets.	• Memorize songs
• Expressing age using “tener”	• React and respond to TPR activities in every class.		• Create interpersonal, presentational and interpretive communication activities that will facilitate language production
• Numbers 1-31			• Use integrated performance assessments at the end of the unit in the 3 modes of communication to see what the students can do with the language.
• Parts of the face	• Respond to learned questions such as ¿Cuántos años tienes?; ¿Cómo te llamas?; ¿Qué te duele?	• Pair review of vocabulary	• Utilize Rubrics for different communicative tasks to be able to create a bench mark in terms of language proficiency
• Parts of the body			• I Can-Do Statements (adapted from NCSSFL-ACTFL) https://drive.google.com/file/d/0B3_0VmXxlyRYZEJ0ckpsV0JtVFk/view?usp=sharing
• Describing how they are feeling		• Use music and rhythms as part of the lesson	
• Expressing sickness using “estar enfermo”			
• Expressing what hurts using “dolerse”	• Ask memorized questions ¿Cuántos años tienes?; ¿Cómo te llamas?	• Ask Natural Approach questions to facilitate language production	
• Colors			
• Numbers			
• Pronunciation of	• Underst		

different words and expressions	and how questions are formed and written in Spanish	ction.
• Cultural practices and beliefs	<ul style="list-style-type: none"> • Count from numbers 1-30 • Combine body parts with colors & numbers • Name and point to different parts of the body including face, eyes, ears, nose, mouth, teeth, hair, head, shoulders, legs, feet, stomach • State “I am sick” by saying “Estoy 	<ul style="list-style-type: none"> • Create interpersonal activities that will facilitate language productivity. • Pre-teach and guide students to learn how to formulate questions. • Utilize LCD projector to show Power Points, video clips, authentic websites • Utilize Smart Boards to

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| <ul style="list-style-type: none"> • Ask and answer basic personal questions to fill out paper work at a hospital or doctor's office | <ul style="list-style-type: none"> • Use kinesthetic games such as "Simon dice", "Pictionary" and "Matamoscas" to reinforce vocabulary through movement and repetition |
| <ul style="list-style-type: none"> • Identify, recognize and use different vocabulary words that will appear during the reading: Pelos by Todd Parr and Mi Cuerpo by Gladys Rosa-Mendoza; De la cabeza a los pies by Eric Carle; 5 Monitos Brincan | <ul style="list-style-type: none"> • Play culturally-authentic videos /clips from Discovery Education.com, YouTube • Include ANIM |

do en la Cama; Un caso grave de rayas by David Shanno n	OTO. com videos ; Haiku Deck;
• Engage in small convers ations by using yes/no answers or choice A/B answers	<ul style="list-style-type: none"> • Recor d studen ts speaki ng using Flip Camer a, iPad, or micro phone and studen ts can listen to thems elves speaki ng in the target langua ge • Intera ct with e- board • Read pictur e books: Pelos by Todd Parr and Mi Cuerp

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Differentiated Instruction

- -provide lots of visuals and exaggerate actions
- multi-ability grouping students can look at each other during TPR activity
- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with body part vocabulary which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- -MODEL the activities
- -students may use graphic organizers during interpersonal activity
- -visual cues
- -preferential seating

- -access to Educational Assistant
- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- The Hot Seat/Role-Play
- Student Data Inventories
- Game-Based Learning
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

Input and Output Activities that consist of:

- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with body part vocabulary which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- Thumbs up/Thumbs down: After practicing a skill, ask students how they feel they are doing by showing thumbs up or thumbs down. Alternative: Students show a scale of 1-5 on their hand.
- Ticket out the door (Exit Slip): Determine if the lesson was successful by asking students to complete a quick question on their way out the door.
- Stop/Go: Give each student a card with stop sign on one side and a go sign on the other. As students are learning a new concept, they can flip the card to the stop sign when they need more explanation.
- Whiteboards: Students practice writing on a small whiteboard and then hold up their boards and compare their answers with the teacher's answer. Works great for spelling, vocabulary, verb conjugation, etc.
Alternative : Students practice in pairs with flashcards.
- Scale of 1-4: The teacher evaluates a performance task (like a conversation) on a scale of 1-4. 4= You got it !
3= Almost there. 2= Needs work. 1= Needs a lot of work.

- Four Corners: The teacher displays a question and 4 choices. Students choose an answer by going to different corners of the room. This will help the teacher determine which concepts are the most difficult for the class.
- Sequence Cards : Give students cut up sentences and have them try to put all of the words in sentences that make sense. This activity can be done individually or in pairs.
- Mini-Quizzes: Give students multiple quizzes in the same format as the test, so they can check their understanding.

Resources: <http://www.iwla.net/Resources/Documents/Formative%20Assessment.pdf>

Summative Assessment

Interpretive Reading

Students read a letter in the target language. A girl named Dora is writing to her friend about her experience in a doctor's office. The comprehension questions are in English. Students respond to the comprehension questions to show they understood the message of the letter.

Interpersonal

In an interview with a doctor (the teacher), students must be able to orally communicate and answer questions about their name, age, how they are feeling, and what hurts.

Presentational Writing

Students can fill out some of an authentic doctor's office form in Spanish.

Benchmark Assessments

NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS

<https://www.actfl.org/sites/default/files/CanDos/Intermediate%20Can-Do%20Statements.pdf>

Unit Specific Can Do

Statements: https://drive.google.com/file/d/0B3_0VmXxlyRYZEJ0ckpsV0JtVFk/view?usp=sharing

ACTFL Benchmark Assessments

<https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/actfl->

[assessments](#)

Oral Proficiency Interview (OPI) assesses how well a person speaks a language. It is an assessment of the [interpersonal listening and speaking communication mode](#). It is a 20 to 25-minute one-on-one interview between a certified ACTFL tester and an examinee. It is interactive, continuously adapting to each test-taker and their speaking abilities. The speaker's language ability is compared to the criteria outlined in the [ACTFL Proficiency Guidelines for Speaking](#), and then a proficiency rating is awarded.

Alternate Assessments

Use of FLENJ (Foreign Language Educators of NJ) CAPS Rubrics

Rubric for Novice Presentational Speaking/Writing

Rubric for Novice Interpretive Reading/Listening

Rubric for Novice Interpersonal

Resources & Technology

- Books: Pelos by Todd Parr and Mi Cuerpo by Gladys Rosa- Mendoza; De la cabeza a los pies by Eric Carle; 5 Monitos Brincando en la Cama; Un caso grave de rayas by David Shannon
- Smart Board/Smart Notebook/PowerPoint/Prezi/Haiku Deck/Google Docs/Word/LCD projector/Promethean Board
- Music (iPod), Lyrics (various songs and artists)
- iMovie
- Discovery Education & Streaming
- Animoto.com
- Teacher Tube, YouTube
- Plickers
- Kahoot!
- Real photographs and instruments

- HD Camera
- iPad/iPhone
- Teacher eBoard
- - <http://flenj.org/> FLENJ
 - <https://www.actfl.org/> ACTFL
 - <https://www.nj.gov/education/aps/cccs/wl/> NJ Student Learning Standards for World Languages

BOE Approved Texts

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the

famous person might find the idea significant.

- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

<https://www.nj.gov/education/aps/cccs/ELL.htm> Resources

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate
- Graphic organizers

Special Education

<https://www.nj.gov/education/specialed/> Resources

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.

- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines

- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

Resources <https://www.nj.gov/education/aps/cccs/gandt/>

